

(January to March, 1925.
April to July, 1925, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM III.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated.

Old Testament History,^{2s} by T. M. Hardwick and the Rev. H. Costley-White (Murray, 3/6), Vol. II., pp. 3-99.
The Saviour of the World,^{2s} Vol. II. (P.N.E.U. Office, 3/-), pp. 57-122: Bible passages from index or from *The Gospel History*, arranged by the Rev. C. C. James (Cambridge Press, 3/6). *The Acts of the Apostles*,^{3s} by E. M. Knox (Macmillan, 4/6), pp. 147-189.

Optional: (a) S.P.C.K. *Bible Atlas*⁺ (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 72-94. (c) *Helps to the Study of the Bible* (Oxford Press, 4/-). (d) *The Prayer Book in the Church*, by the Rev. W. H. Campbell (Longmans, 3/-), pp. 29-43, with lessons on Good Friday and Easter.

For Sunday Reading (optional):

(a) *An English Church History for Children*, Vol. I., by M. Shipley (Methuen, 4/6), pp. 60-121. (b) *How to Read the Bible*, by J. Paterson Smyth (Sampson Low, 2/-). Parts I. and II., ch. i.-iii. (c) Southey's *Life of Nelson* (Dent, 2/-). (d) *Mary Slessor of Calabar*, by W. P. Livingstone (Hodder & Stoughton, 3/6); or, (c) Stanley's *Memorials of Canterbury: The Black Prince* (Dent, 2/-). and (d) *Thomas Becket*, by S. Cunningham (Harrap, 2/-).

† The 101st term of work set since the Parents' Union School began.

Sunday Occupations:

A Book of Centuries (see notes by Miss Bernau, P.N.E.U. Office, 4d.). Choose and inscribe texts and mottoes, in beautiful lettering (see "Bridges"), on good paper or vellum.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1½d. each, 1925). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A New Handwriting for Teachers, by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *Twelfth Night*, and the other books set.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

Composition. (Oral or written narration each day.)

(See Meiklejohn, pp. 176-188; Prosody, 194-205.)

Write on (a) some subject in "Literature," (b) the news of the week, (c) some historical or allegorical subject taken from the Programme, (d) incidents connected with Canterbury, etc. Narrative poems *that must scan*, using the metre of poems set in term's work. Doggerel must not be written. Take the P.U.S. Magazine (3/3 a year, c/o Miss N. Pott, P.N.E.U. Office), and send a contribution in verse or prose.

English Grammar.

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 86-102, 116-122.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 503-556. Shakespeare's *Twelfth Night** (Blackie, Plain text, 6d.). Scott's *Antiquary** (Nelson, 1/6). Palgrave's *Golden Treasury** (Dent, 2/-): Burns and Cowper. Goldsmith's *Poems** (Oxford Press, 6d.).

English History.

Arnold Forster's *A History of England** (Cassell, 8/6), chapters 68-71 (1780-1820), inclusive. Finish a chart of the 18th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (*Times Office* direct, 6/- a year).

General History.

The Story of Mankind, by H. Van Loon (Harrap, 12/6), pp. 334-380, or, *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 230-278 (1780-1820).

The British Museum for Children,* by Frances Epps (P.N.E.U. Office, 3/3), chapter 7. British Museum Postcards, Series 33-36 (1/- the series, direct from British Museum). Teacher study preface. *Stories from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 218-240.

Keep a Book of Centuries (P.N.E.U. Office, 2/3, notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 163-186. North's Plutarch's *Lives: Pompey** (Blackie, 1/-), pp. 64-123. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Golden Fleece*,* by L. S. Wood (Oxford Press, 3/6), pp. 15-48.

Geography.

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

(1) *Ambleside Geography Book*, IV.* (P.N.E.U. Office, 4/-), pp. 54-97 (Survey of Europe; Belgium, Holland, Spain, Portugal), and *The Reconstruction of Europe** (P.N.E.U. Office, 9d.): or the same countries in *The New Europe*, by N. B. Allen (Ginn, 4/6), with omissions and without exercises. (2) *Fighting for Sea Power in the Days of Sail*,* by H. W. Household (Macmillan, 2/-), pp. 1-29, or *Hans Brinker* (Holland) by M. M. Dodge (Dent, 2/-). (3) Geikie's *Physical Geography** (Macmillan, 1/9), sections 41-102. Philip's *Modern School Atlas of Comparative and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercise on maps of the world every week. See also tests under Scouting, Guiding, or "P.U.S. Scouting" (P.N.E.U. Office, 6d.) Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.¹

The Study of Plant Life,* by H. C. Stopes (Blackie, 6/-), pp. 35-71. *Winners in Life's Race*,* by Mrs. Fisher (Macmillan, 6/-), pp. 168-208.

Keep a Nature Note-Book (P.N.E.U. Office, interleaved 2/3, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-of-door work choose some special studies for the season, e.g., seedlings, stems, trunks. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-); *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may be used. See also Scouting and Guiding tests.

General Science.

Architecture,* by G. Wynne (Jack, 3/6), pp. 43-64. *The Fairyland of Science*,* by Mrs. Fisher (Macmillan, 6/-), pp. 1-51.

Picture Talk.

Study, describe (and draw from memory details of) six reproductions* of pictures by Benozzo Gozzoli (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, January, 1925, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

Arithmetic.

Pendlebury's *New Shilling Arithmetic*,* (Bell, 2/3), pp. 11-31, or continue. Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teachers may find useful: *Unconventional Arithmetical Examples*, by R. S. Williams (Cambridge Press, 3/-).

Geometry.

A Shorter School Geometry,* by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 165-183.

The School Set of Mathematical Instruments (Macmillan, 1/6).

Algebra.

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 1-7, 13-19, 23 (par. 39)-33.

¹ For teachers (a) in the Tropics: *Plant Studies*, by I. C. Fortey (Blackie, 2/-); (b) in America: *First Studies of Plant Life*, by G. F. Atkinson (American edition, Ginn, 4/6). Subjects according to season or as in programme.

German.¹

Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 16-18 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested,

or, preferably, Italian.¹

Perini's *Italian Conversation Grammar** (Hachette, 6/6), work Exercises 19-23, taking only necessary grammar. For narration: five stories from *Cento Racconti per Fanciulli** (P.N.E.U. Office, 1/8).

Latin.

Dr. Smith's *First Latin Course** (Murray, 4/-), sections xxx. (Adverbs), xxxi. (*possum, volo, nolo, malo*), Passive Indicative and Imperative of *capio*. *Gradatim** (Longmans, 2/-); translations 73-79, inclusive, for narration.

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 13-15 inclusive, with grammar and exercises. Teacher study preface. Read and narrate Dumas' *La Reine des Neiges** (Macmillan, 6d.); parse two pages.

Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).

Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Illustrations of scenes from Literature. Figures on horse-back. Memory drawings. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalms 24 and 25; a hymn by Cowper; two poems from the books of Verse set. A scene from *Twelfth Night*. Byron's *Ode to Napoleon** (Blackie, 3d.).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 127-155. Dickens' *A Tale of Two Cities* (Nelson, 1/6). *Hans Brinker*, by M. M. Dodge (Dent, 2/-).

Musical Appreciation.

See Programme of Music: Mendelssohn, *Parents' Review*, January, 1925: *Our Work*. *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-).

¹ Schools may substitute Irish or Welsh.

Music.

Choose and learn a suitable composition from the Programme of Music.

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.).
Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, * complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 21-26 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). *Heaton's Card-board Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds). *Animals in Wood-carving* (Dryad leaflet, No. 25, 4d.), see also *Drawing, Design and Craftwork*. *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): Make a garment. Design and make a basket: *The Stitchery Annual*, Vol. 12 (R.T.S., 2/6). *Indian Basket-work*. Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also tests under Scouting and Guiding. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form. Children should spend two years in Form III., ages, say, 12-14.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *An Essay towards a Philosophy of Education*, 10/6 (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in all history and literature subjects.

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work in the Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—The P.U.S. Magazine is for present pupils, and is especially recommended to families and to those schools who have no magazine of their own. It is obtainable from the P.N.E.U. Office, price 3/3 yearly.

N.B. 8.—Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 9.—All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

A P.U.S. Children's Gathering will be held in Canterbury in April, 1925. Members are asked to follow the papers and notes in this connection which will appear in the *Parents' Review* each month. All children, whether they can be present or not, will be asked to send work. For particulars of special work see *P.R.*, December, 1924 (drawing, reading, writing, recitations, songs, handicrafts, etc.).

N.B. — Members will find the final arrangements for the
Canterbury Gathering in the April "Parents' Review."
Questions marked (C) refer to Canterbury.

Examination 101.

M₃

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Motto : "I am, I can, I ought, I will."

FORM III.

PUPILS' NAMES.....

.....

Bible Lessons.

- I. 1. Describe briefly the journey of the Israelites from the Red Sea to Sinai, and describe in detail the visit of Jethro to Moses.
2. What events were connected with the giving of the Law? Describe fully the Vision of God at Sinai.
- II. 1. Describe the vision of St. Peter and his meeting with Cornelius. What did the vision mean?
2. Herod "proceeded to take Peter also." Describe the events that followed.
3. "And He ordained Twelve that they should be with Him." Write down some of the lessons that the disciples learned while with our Lord.

Writing (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation. (Unprepared). (Spelling is also considered in each answer).

Winners in Life's Race, page 347,—“And when . . . multiply.”

Composition.

1. Write some verses (which must scan) on one of the following,—*Medea*, “*Griselda*,” “*Eddie Ochiltree*,” “*Sunbeams*.”
2. (C) Write a short essay on the city of Canterbury, saying what you hope to see there,
- or, 2. Give a scene for acting from (a), *The Life of Pompey*, or, (b), *A Tale of Two Cities*.

English Grammar.

1. Analyse, parsing the words in italics,—
“The hedge is quick and *green with briar*,
From their sand the conies creep;
And *all the birds that fly* in heaven
Flock singing home to sleep.”
2. Explain the formation of the following nouns,—by-law,
daisy, tadpole, orchard, gospel, twilight.
3. A sentence may have 8 kinds of subject. Illustrate, in
sentences, 6 of these.

Literature.

1. Give an account of Oliver Goldsmith, and say what you
know of two of his works.
2. Describe your favourite scene from (a), *Twelfth Night*,
or, (b), *The Antiquary*,
- or, 2. (C) How did the Canterbury Tales come to be written?
Describe three of Chaucer's Pilgrims.
3. What poems have you read by Cowper? Write about
two of them, quoting lines where you can.

English History.

1. What distinguished seamen prevented Napoleon from
destroying the naval power of Britain? Write a
brief account of one of them.
2. Give some account, with dates, of the Peninsular War.

French History.

1. Write a short account of the causes that led to the
French Revolution. What do you know of (a),
Necker, (b), Marie Antoinette?
2. Mention four of the chief events in the career of Napoleon
Bonaparte and describe one of them in detail.

General History.

1. Describe some of the things to be seen in the Second
and third Egyptian Rooms (British Museum) in
connection with the mummy and the Ka.
2. What do you know of (a), Nur Jehan, (b), Aurangzeb?
- or, 2. (C) Give some account of (a), the Black Prince's tomb,
and describe how the coffin was brought to Canter-
bury.

Citizenship.

1. Describe the third “Triumph” of Pompey. Why does
Plutarch say, “O, happy had it been for him if he
had died” at this time?
2. In what ways must we show integrity as regards work,
material, time?
3. “England was largely a nation of sheep-farmers and
cloth-makers at the end of the 15th Century.”
Give some account of the wool trade at that time.

Geography.

1. Make a rough sketch map of Holland and Belgium
(towns, rivers, boundaries). What would you expect
to see at Brussels, Antwerp, Haarlem, Amsterdam,
the Alkmaar cheese-market?
2. What led to the engagement of the English and Dutch
fleets in June, 1666? Give an account of the first
day's events,
- or, 2. What do you know of (a), the Moorish occupation of
Spain? or, (b), olive gardens and olive oil?
3. Explain how dew, mist, clouds, rain and snow are
formed.

Natural History and Botany.

1. Describe the work done by roots, and give rough
drawings of different kinds of roots.
2. Describe (a), the trunks and branching of five kinds of
trees, (b), the growth of a seedling you have watched.
Diagrams.
3. What pouch-bearing animals are to be found in
Australasia? Describe fully the duck-billed platypus
and its home.

General Science and Architecture.

1. Explain how we see colour. What are X rays?
2. (C) Give a rough sketch plan of Canterbury Cathedral,
marking the different parts. What do you know of
Becket's Crown, St. Anselm's Chapel, the French
Church, the Black Prince's Chantry?
- or, 2. Give a diagram showing how the Christian Church
differed from the old Roman Basilica. What
decorative mouldings in churches have you seen?
Can you draw them?

Picture Talk.

Describe “The Journey of the Kings,” by Benozzo
Gozzoli.

Arithmetic.

1. If a brick weighs 9 lbs., how many bricks will a cart
carry if its load is 1 ton 10 cwt.?
2. Divide £177573 : 15s. by 225.
3. A courtyard 25·25 m. long and 12·12 m. broad is to be
paved with square flags of which the side measures
101 cm. How many are required?

Geometry.

1. Chords which are equidistant from the centre are equal.
2. The angle at the centre is double the angle at the cir-
cumference standing on the same arc.
3. The semi-circle described on the hypotenuse of a right-
angled triangle passes through the opposite vertex.

E

Algebra

1. If y represents the year 12 A.D., what does $-5y$ stand for?
2. A man walks North in stages of $a - 2b + 3c$; $2a + b + 5c$ and $-a + b - 4c$ miles, then South for $2a + 4c$ miles. How far is he from his starting-point?
3. If $a=3$, $b=2$, $c=1$, find the value of $3ab^2c^3 - 5c + \frac{4abc}{6b^2}$

L

German.

1. Describe, in German, *Die Königswahl*.
2. Give the German for,—half-past three, a quarter past seven, twenty minutes to five, on the 19th of March, 1925, in the spring.
3. Give, in sentences, (a), the Third Person Plural Perfect Indicative, and (b), the Third Person Singular Imperfect Indicative of,—fahren, springen, sprechen, lassen, brechen.

E

Latin.

1. Translate,—vult, malent, poteras, potuerunt, nonvis.
2. Form and compare adverbs from,—liber, doctus, similis, prudens, bonus.
3. *Gradatim*,—(a), Translate § 75 (to “per fugium petit”), (b), write narration of (a).

Italian.

1. Make five Italian sentences describing winter weather.
2. Translate Ex. xxi., p. 61.

French.

1. Write a French letter from Paris describing two places of interest, or, describe, in French, one of Gerda's adventures when seeking for Peters.
2. Parse lines 13-15, page 37, of *La Reine des Neiges*.
3. Make five sentences, using the Present Indicative Third Person Plural of,—croire, mourir, connaître, and the Third Person Singular of the Present Indicative and Past Definite of vivre.

Drawing.

1. Some figures on horseback, with a title.
2. A spring scene.

Musical Appreciation.

- What compositions by Mendelssohn have you heard? Write something about three of them.

Recitations.*

- Father to choose two Bible passages and a poem, or, a scene from *Twelfth Night*.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Singing.*

Father to choose an English, a French and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 23rd. Papers to be posted on Saturday, March 28th, with no other enclosure.

2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together and in proper order, (c) the name of the member does not appear, or (d) the totals of parents' marks are not given.

4.—Cambridge paper must be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string by the left-hand corner, and should be packed flat.

5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

6.—Extra copies of the Examination Papers are being printed, and these may be had on application to Ambleside by schools so that each division may have a teacher's copy.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.